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ABSTRACT

This report describes and evaluates the Supplementary Educational Museum and Resource Center, ESEA Title III pilot project which began in 1967 and ended in 1971 for a four-county area. Major objectives of the program were to integrate field trips to museums and historic sites in social studies courses; to develop primary source materials; and to disseminate information about the project and available educational resources which can be used by students and teachers. In order to carry out the objectives: 1) seminars were held to provide teachers with instruction and training in the background knowledge and techniques considered helpful for conducting student field trips to historical sites and museums; 2) materials were developed which included numerous booklets dealing with historical sites, instructional film-slide programs designed for teacher inservice education and instruction for students; programs for teacher conducted field trip orientation; and booklets describing 40 historically important resources; 3) the project director engaged in a series of presentations before numerous groups in an effort to disseminate information about the project; and, 4) as of the second year 1500 pupils were taken to resources on 43 field trips. Major findings show that as a result of the project schools are conducting field trips and integrating resources into the curricula. (SJM)

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FINAL EVALUATION REPORT

MUSEUM RESOURCES CENTER

ESEA TITLE III PROJECT #67-03233-0

JULY 1, 1967 TO AUGUST 31, 1970

SP006115

STUART D. LUDLUM, DIRECTOR

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Summary of Findings

Approved as a pilot project rather than the operational project applied for.

Seminar for thirty teachers in first year (see details in application for continuation for third year.)

Highly successful start

Inventory of forty resources published in book form (Teachers Workbook) A major help in stimulating the integrating of resources into curricula.

Continuing as a pilot project for the second year, more than 1500 pupils were taken to resources on 43 trips.

Broad dissemination activities. Objectives being realized.

Continued as a part time pilot project in the third year, the project produced a second edition of the Teachers Workbook. It continues to further the purposes of the project to enrich curricula through the planned use of available resources.

Hoped for results achieved at very low cost, though no formal processing of the data was budgeted. Similar projects in many areas could improve education. Resources inventories should be compiled and published in all areas.

Statement of the Problem

The following quotation from the Foreword of the State Education Department's Social Studies syllabuses states the problem:

> "...children learn by doing...they remember best what they discover for themselves, internalize, and then by conscious thought or intuition apply in new contexts...Knowing all this, much of our teaching has violated every law of learning. We have confused telling with teaching. We have expected understandings and concepts to grow out of the reading of generalized accounts. We have not made available to pupils the wealth of primary sources that exist to enrich every course in the social sciences..."

In the original project application, the Purpose:

> To assist the teachers and students of history, social studies, and the natural aciences in the public and non-public schools by making available to them the wealth of resources in our museums, historic sites, and surrounding environment through the establishment of a supplementary educational service to integrate these resources into existing and future curricula where they are most applicable, to bring this enriching material to the schools, and to bring teachers and students to the resources themselves.

In short, the purpose of the project was to help schools and pupils improve their teaching/learning techniques by following methods recommended by the Bureau of Social Studies Education.

The problem of "making available to pupils (in this remote and sparsely-settled area) the wealth of primary sources that exist" is aggravated by distances: 1% of the population and 1% of the school children spread

over one-sixth of the state. Seventy-two schools to be served...One third of the 36,000 school children reside within ten miles of Plattsburgh.

Attacking the Problem

The project was approved as a pilot project:

1 professional, the director — telephone
1 secretary — rent, travel
1 typewriter
1 seminar for thirty teachers and materials for the seminar.

BOCES provided desks and office equipment. The director provided furniture, camera, car.

The director communicated with all seventy-two schools in the four county area (Clinton, Essex, Franklin, and Hamilton Counties) and visited most of them to explain the purpose of the project and the Teachers Seminar that would be held in the spring of 1968. He inventoried the museums and other resources and prepared a teachers workbook for the seminar. This book catalogued 40 resources, with pictures, maps, and other graphics aimed to stimulate teacher interest.

It soon became obvious that distances and lack of extra school busses would make it impossible for some schools in remote areas to participate in a pilot project. The director did keep all schools informed of the project's activities.

1. Subjects:

36,000 school children in Clinton, Essex, Franklin, and Hamilton Counties attending public and non-public schools.

2. Activities:

Teacher Seminar and Field Trip, May 16, 17, 1968

Orientation slide lectures to prepare classes for trips to museums and historic sites.

Implementing field trips

- Paying school bus drivers
- Hiring busses
- Paying admissions and ferry tolls

Preparing primary source materials; distributing to schools

- Manuscripts, letters, journals
- Minutes of town meeting
- Gilliland's journal (pioneer settler)
- Birds of the Adirondacks

Motivating the publishing of out-of-print local histories

Social Studies Coordination Chart, creation of.

- To show how each of forty resources could be used to supplement Social Studies syllabusses, K through 12th grade.

Dissemination

- Speeches and slide presentations to public
- TV appearances and weekly radio program.
- Creation of a newspaper feature that ran ten weeks in three newspapers.
- Distribution of Teachers Workbook
- Participation in Local History seminars for the Office of State History
- Issuing of a second edition, up-dated, of the inventory of resources (teachers Workbook.)

Collection of Data

No funds or personnel for this activity; however, there's considerable evidence.

School administrators reported that many teachers used the workbooks to plan integration of resources into courses.

Two thousand or more letters from pupils who made field trips indicate success of the venture as an educational experience. (One class set up a museum for the director the day he prepared it for a trip to Shelburne Museum. Plattsburgh newspaper ran big picture story; so many aspects were served.)

As a result of the project, many schools are integrating into their curricula field trips to museums, historic sites, and other supplementary resources, but no reports of these trips are made. The recording of this data was one of the many activities that had to be cut when the budgets were cut.

Analyzing the Data (Evaluation)

1. Hypothesis in terms of objectives.

   Whether you consider "hypothesis" an assertion subject to proof or verification...or an assumption used as a basis for action...the hypothesis implied in the quote from the Social Studies syllabus Foreword (page 2) was verified by the action motivated by the objectives of the project (also page 2).
   In other words, the pilot activity proved that the objectives were sound, could be realized, and could result in improved education. (See quarterly and annual reports, letters from educators, and letters from participating pupils.)

2. With budgets cut and the project operating on a part time basis during the third year, this pilot project, which had been limited to one Teacher Seminar, which in turn was limited to thirty teachers in the first year, produced -- in the second and third years -- these innovative educational and dissemination activities:

Lectures, speeches, seminars by the director	76
TV appearances by the director	7
Radio broadcasts by the director	156
Field trips	74
Pupil participating in field trips	2637
Letters from pupils re field trips	2018

2. Techniques used to handle the data.
The data was not formally processed. The quarterly and annual reports contain the names of the teachers and schools and classes involved, and now would be the time, it would seem, to research the project to find out if any permanent improvements in innovative education resulted...and if the resources have been integrated into the courses. A project for NERSEC perhaps?

There is every reason to believe that the data, meanfully processed, would reveal that in terms of the objectives the hypothesis was sound. Participating schools are now providing field trips without the aid of project funds. Participating teachers continued to write the project, months after it phased out, for financial help for trips and museum admissions. Requests for copies of the workbook are being received from teachers and schools in other parts of the state. (The former director tries to fill these requests in spite of the ruling that forbids dissemination beyond the area directly involved in the project.)

Since the data produced in this modest one-man pilot project is unique, specialized handling is

called for evaluation analysis; so; from the application for continuation for the third year we quote Dr. Arthur T. Cardany's evaluation. At the time, Dr. Cardany was Associate Professor of Education, State University College of Arts and Science, Plattsburgh, New York.

Here is his analysis.

This evaluation report of the Supplementary Educational Museum and Resource Center, ESEA, Title III Project for the counties of Clinton, Essex, Franklin and Hamilton is submitted at the request of Mr. Stuart D. [illegible], Project Director, and results from a careful review of the documents, records, descriptions and discussions associated with the project by the evaluator. The evaluative report which follows is based primarily on two related aspects of the project:

a) the purposes of the project as specified in the original and continuation applications for funding grants; and

b) the actual implementation accomplishments of the project in terms of: (1) services; (2) project director's activities; (3) materials developed; (4) plans which have been either initiated but not completed, or that are being contemplated.

The original and continuation applications for funding focused on assisting instructors whose principal area of teaching activity is in the related fields of history, Social Studies and the natural sciences. One of the primary objectives has been to develop awareness of the many and varied resources of the geographic area related to the historical beginnings and early development of the northeast section of the State.

In addition, a related objective has been to create and disseminate materials which can be utilized by students and their teachers to study, learn and appreciate relevant content material and supporting resources. This latter objective is considered to be of important value due to the absence of such material or the fact that it is unavailable in appropriate form and completeness.

To accomplish the objective of developing awareness of the project and its goals, the project director has engaged in a series of informative and educational presentations before numerous groups of people which include teachers, school officials, public service administrators and civic organizations. These meetings served to alert the area population to the existence, purposes, function and services of the Center, as well as to begin building the kind of interest which eventually could lead to the types of commitment and involvement necessary for achieving the ultimate objectives of the project. (Refer to the Quarterly Reports for a record of specific meetings which have taken place.)

As a logical extension of these initial meetings, Teacher Seminars were undertaken and held for the purpose of providing teacher in-service development related to instruction and training in the background knowledge and techniques considered helpful for conducting student field-trips to historical sites and museums.

In respect to the development of materials for promoting the objectives of the project, the accomplishments are significant and commendable. Numerous booklets devoted to various historical sites which high-light the important features of each location have been made available; a number of film-slide programs have been developed which can be effectively used for teacher in-service education and for instructional purposes for the direct benefit of students; programs for teacher conducted field-trip orientation and implementation have been formulated and tested in operation; a number of student-group visitations to historical sites have taken place; a series of primary-source reprints useful for teaching and learning certain social studies topics related to the area's historical background have been processed and are available for distribution to school districts.

Furthermore, an impressive brochure which lists, pictorially illustrates and verbally describes forty distinct historically important locations of the area has been designed, printed and distributed locally, throughout the State, and, upon request, to other points in the eastern part of the nation. In the latter regard, the significance lies in the fact that this document serves as a model or prototype for endeavors of this nature which can be helpful to personnel interested in similar projects.

It is generally recognized that, for a variety of reasons, the facilities of museums and historical sites are not employed to the extent that their value and expense would justify. In this connection, it appears that in order to correct this condition, greater effort to publicize, make more readily available and accessible, as well as stimulate interest and activity is required. One of the major implications underlying the original purpose of this project is to accomplish this objective. Judging from the achievements registered to-date, and taking into consideration the project is of only pilot dimensions, the project has progressed impressively toward this goal.

In addition to the various approaches employed to develop knowledge of and to stimulate interest in the various resources for history, social studies and natural science curricula and teaching purposes, the pilot project has included a series of radio broadcasts which supplements and extends the effectiveness of the project. These broadcasts have received an enthusiastic response from educational institutions and the public in general. It is recommended that this radio series be continued and that efforts be made to expand such programs in the form of video-tapes which this media best lends itself for the realization of some of the project objectives.

Also, in order to rectify one of the most significant handicaps related to generating student active involvement, it is further recommended that renewed efforts be made to procure transportation facilities, i.e., a bus. Having this facility available would advance materially the goal of having elementary and secondary students actually visit, under teacher guidance, the many museums and historical sites which are

currently available. This problem of transportation is especially acute in the geographic area involved because of such factors as the topography of the area, the paucity of public transportation facilities, the remoteness, even isolation of certain sections and their schools, and the distances involved which makes difficult, if not impossible, the use of school district owned busses.

One of the most impressive sources of information which is integral to an evaluation of this type is that which stems directly from the clientele which the project is designed to serve. In this regard, reference is made to the teachers who attended and participated in the Seminar-Field Trip mentioned previously in this report. A detailed record of participant-teacher evaluations and comments is available elsewhere. However, it is noteworthy that these comments indicate a definitely favorable response to this experience. These teachers considered both the seminar and associated field-trip to be useful and directly helpful in their teaching efforts. Of course, the ultimate criteria for its effectiveness is in extent that these teachers actually undertake and conduct field-trips for their students. Nonetheless, the exposure and training of the teachers is readily recognized as a necessary pre-requisite for the student involvement which is the eventual and sought-after goal. As the project continues in the months ahead, it would be of value to determine the number and type of field-trips for students which actually take place. Even where such field projects are not undertaken, it is important to identify the obstacles or reasons which account for whatever lack of participation is manifest.

Finally, a few comments pertaining to the planning, administration and execution of this project.

First, the plans for the project are realistic in terms of the resources - financial and personnel - available. The budgetary provisions appear to be quite modest and in light of this fact the accomplishments to date as evidenced by the amount and kind of services and materials provided are laudable. If plans are formulated to broaden the scope of the project, it is obvious that additional funding would appear to be necessary. The project is somewhat unique, especially to the area served inasmuch as nothing remotely like it exists. Obviously, the environmental conditions, resources available, and requirements of the area indicate it is and will continue to fulfill a real need.

Second, the administration of the project is efficient. Records, documents, reports, etc., are well-designed, complete, more than adequate in number, and cover all important aspects of the endeavor.

Third, the execution is effective. The director is well-qualified to perform the various tasks and assignments which, up-to-date, have made up the substance of the project program. These include the

writing of instructional guides, historical brochures and pamphlets, in-person presentations to various groups of interested or potentially interested people, public relations, radio broadcasts, additional supplementary publications, writing and filing of reports, and general management of the project.

In summary, the project is a worthy one as attested through its initial approval and subsequent continuation. It is being conducted effectively and efficiently. The emphasis for the immediate future might appropriately concentrate on augmenting the amount of direct student involvement while at the same time continuing those aspects which have already been undertaken and needed to further expedite the attainment of the basic goals.

Findings

Immediate

Instant confirmation of the need as presented in the original application...and in the Social Studies Syllabus Foreword. (Page 2)

More resources available than originally supposed: forty-two rather than eighteen. (See Teachers Workbook, 1970 Edition)

Confirmation that resources can be integrated into courses to improve education. (See information on First Year Teachers Seminar, letters from teachers and children in Application for Continuation for Third Year.)

Need for project-controlled transportation, bus or station wagon. Only the large central schools with thirty to forty busses can make one available for field trips without disrupting regular bussing schedules. Some non-public schools have no busses, and Plattsburgh (approximately 3000 school children) has only one. Rentals are costly. Very small schools in remote areas (1145 pupils in eight schools) can never spare a bus. (Hamilton County)

Communications block between project and Albany policy-makers. No problems with project supervisors, but for decisions and interpretations on a higher level nothing but frustration: no phone calls accepted or returned... no answer to letters or reports...no meetings (one appointment made, but at the appointed hour "out-of-town.")

Because of this inability to reach the top, the project was unable to capitalize on its best opportunities: summer trips when busses and teachers were available and when all resources were open and operating.

Requests from the top to cooperate with Jan Rakoff and answer his questions re problems in the operation of ESEA Title III Projects in New York State...and for a separate report on Field Trips and Dissemination... included the promise that copies of the final findings would be sent to all who did cooperate. When copies of the completed reports (copies attached, project's answers and report) were requested in Albany, "never heard of them."

2 Expected

The expected and unexpected reported in #1, above.

3. Related to total project costs

The findings, as a pilot project, are, in the director's opinion, well worth the total cost.

However, since the project also served, in effect, as an operational project (2637 students on 74 field trips, plus 139 dissemination activities, publicity releases, and ten newspaper features) it was a bargain.

Conclusions and Recommendations

1. Outcomes

Although the local school systems did not assume the costs of carrying on the project (with budget problems what they were, BOCES felt it was futile to suggest the takeover), local support has been achieved. Many schools are now conducting field trips -- and are integrating resources into curricula -- as a result of the project's activities.

Many teachers were aware of the modernized teaching methods recommended in the Social Studies Syllabuses Foreword until these recommendations were brought to their attention by the project dissemination activities.

The second edition of the Teachers Workbook, by stimulating interest and informing teachers of

available resources, is furthering the purposes of the project.

Orientation slides, photographs, copies of primary source materials, A/V equipment used by the project are now available through BOCES and NERSEC for continuing use in the schools.

2. Features of the original plan dropped or modified. A study of the original application and the grant as approved and continued (on a part time basis in the third year) will reveal drastic reductions in the original plan. The quarterly and annual reports reveal methods used to exploit features of the original plan in spite of the reduction in personnel and funds.

   No features were dropped or modified in the reduced-budget plan that began July 1, 1967.

3. The director believes that the project was so successful that similar localized materials and methods, effectively used, could improve education in every class in every school in the state.

Because of budget limitations it is impractical to recommend operational projects everywhere, even though such projects could do wonders in getting used in schools methods and materials recommended by the various bureaus of the State Education Department.

4. Requirements for most successful implementation of projects.

1. Prepare inventories of resources in every area in the state and publish illustrated Teachers Workbooks -- along the lines of the two produced and distributed by the project.

Call on schools to help research, illustrate, and photograph the resources. Capitalize on pride-in-being published to penetrate the barriers that keep from the teacher who is planning courses the syllabuses and other excellent suggestions created in the State Education Department.

Since there are few changes in resources from year to year, one edition could serve an area for many years.

Dissemination activities similar to those found successful by the project could be used.

This state-wide project could be launched with minimum personnel and cost...and would prepare the way for possible operational projects when budget problems evaporate. Until that time the findings of this pilot project in innovative education can extend its benefits across the state, area by area. The director would like to take on the state-wide assignment.

Thirty eight pages have been omitted because of limited reproducability. Among the things included are memos, several quarterly reports, an annual report, and a list of field trips taken. These pages can be obtained on loan from the ERIC Clearinghouse for Social Studies/Social Science Education

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